



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Burchard A Dunn School

SAU: RSU 15 / MSAD 15

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2010-2011 NCLB Report Card



School: Burchard A Dunn School
SAU: RSU 15 / MSAD 15
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	155	154	99	73	73	65	6	66	26	1	150	4
	2009-2010	169	167	99	72	72	73	10	62	23	5	167	0
Female	2008-2009	77	77	100	78	78	70	12	66	22	0		
	2009-2010	88	87	99	76	76	76	14	62	21	3		
Male	2008-2009	78	77	99	68	68	60	1	66	30	3		
	2009-2010	81	80	99	68	68	69	6	61	25	8		
Caucasian/White	2008-2009	153	152	99	73	73	66	7	66	26	1		
	2009-2010	163	161	99	73	73	74	11	63	22	5		
African American/Black	2008-2009	0	0				42						
	2009-2010	1	1	100			46						
Hispanic	2008-2009	1	1	100			51						
	2009-2010	2	2	100			58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	2	2	100			66						
Economically Disadvantaged	2008-2009	53	52	98	62	62	53	6	56	35	4		
	2009-2010	46	45	98	49	49	62	4	44	47	4		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	25	24	96	58	58	36	4	54	38	4		
	2009-2010	22	20	91	30	30	38	0	30	50	20		
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	5	5	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Burchard A Dunn School
SAU: RSU 15 / MSAD 15
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	131	131	100	79	79	71	7	72	20	2	130	1
	2009-2010	163	162	99	74	74	67	15	59	20	6	157	5
Female	2008-2009	63	63	100	83	83	75	13	70	17	0		
	2009-2010	78	78	100	81	81	71	23	58	17	3		
Male	2008-2009	68	68	100	75	75	67	1	74	22	3		
	2009-2010	85	84	99	68	68	63	7	61	24	8		
Caucasian/White	2008-2009	125	125	100	78	78	71	7	71	20	2		
	2009-2010	157	156	99	76	76	68	15	61	19	5		
African American/Black	2008-2009	3	3	100			53						
	2009-2010	1	1	100			43						
Hispanic	2008-2009	1	1	100			66						
	2009-2010	3	3	100			59						
Asian or Pacific Islander	2008-2009	2	2	100			71						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	1	1	100			64						
Economically Disadvantaged	2008-2009	43	43	100	77	77	60	5	72	23	0		
	2009-2010	57	56	98	70	70	56	13	57	23	7		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	19	19	100	74	74	43	5	68	16	11		
	2009-2010	24	23	96	57	57	34	13	43	39	4		
Limited English Proficient	2008-2009	2	2	100			47						
	2009-2010	2	2	100			46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Burchard A Dunn School
SAU: RSU 15 / MSAD 15
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	155	154	99	75	75	70	8	66	23	3	150	4
	2009-2010	169	167	99	55	55	62	10	46	29	16	167	0
Female	2008-2009	77	77	100	77	77	68	9	68	21	3		
	2009-2010	88	87	99	53	53	61	6	47	30	17		
Male	2008-2009	78	77	99	73	73	71	8	65	25	3		
	2009-2010	81	80	99	58	58	63	14	44	29	14		
Caucasian/White	2008-2009	153	152	99	75	75	71	9	66	22	3		
	2009-2010	163	161	99	56	56	63	10	46	29	16		
African American/Black	2008-2009	0	0				45						
	2009-2010	1	1	100			31						
Hispanic	2008-2009	1	1	100			50						
	2009-2010	2	2	100			52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	2	2	100			54						
Economically Disadvantaged	2008-2009	53	52	98	65	65	58	8	58	31	4		
	2009-2010	46	45	98	27	27	50	2	24	47	27		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	25	24	96	63	63	46	8	54	29	8		
	2009-2010	22	20	91	20	20	33	5	15	35	45		
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	5	5	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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SAU: RSU 15 / MSAD 15
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	131	131	100	63	63	66	9	53	28	9	130	1
	2009-2010	163	163	100	66	66	62	10	56	23	10	158	5
Female	2008-2009	63	63	100	67	67	66	10	57	27	6		
	2009-2010	78	78	100	69	69	62	10	59	21	10		
Male	2008-2009	68	68	100	59	59	67	9	50	29	12		
	2009-2010	85	85	100	64	64	63	9	54	26	11		
Caucasian/White	2008-2009	125	125	100	63	63	67	10	54	27	10		
	2009-2010	157	157	100	68	68	63	10	57	24	9		
African American/Black	2008-2009	3	3	100			46						
	2009-2010	1	1	100			36						
Hispanic	2008-2009	1	1	100			61						
	2009-2010	3	3	100			45						
Asian or Pacific Islander	2008-2009	2	2	100			68						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	1	1	100			49						
Economically Disadvantaged	2008-2009	43	43	100	60	60	54	5	56	35	5		
	2009-2010	57	57	100	58	58	50	9	49	26	16		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	19	19	100	37	37	41	5	32	47	16		
	2009-2010	24	24	100	67	67	36	17	50	17	17		
Limited English Proficient	2008-2009	2	2	100			43						
	2009-2010	2	2	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Burchard A Dunn School
SAU: RSU 15 / MSAD 15
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99 99	99 99	77	75 80	71 69	99	100 100	99 99	66	61 65	63 61	95	95	95
Caucasian/White	99	99 99	99 99	77	76 80	71 69	99	100 99	99 99	67	61 65	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	98	99 98	99 99	74	64 76	60 56	99	99 98	99 99	57	44 53	50 47			
Students with Disabilities	94	95 100	97 98	50	44 50	36 28	96	97 100	97 98	41	39 24	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	4	6	0	8	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.47

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>